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ABSTRACT

This package of instructional materials is designed to aid adults in prison to perform the functional skill of applying for a job. A teacher's guide outlines 14 hours of instruction. Other materials consist of vocabulary flash cards, a student's work sheet and answer sheet, discussion ideas and activities, a sample job application, and brochures on how to get a job. (MKM)

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JOB APPLICATION

Learning Packet Number 1

BEST AVAILABLE COPY

Clearinghouse for offender literacy programs

1705 DeSales Street, N.W. Washington, D. C. 20036 (202) 223-5686

CS 002 043

CLEARINGHOUSE FOR OFFENDER LITERACY PROGRAMS

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March 13, 1975

Dear Correctional Educator:

Enclosed you will find a complimentary learning packet on JOB APPLICATIONS. This packet is for instructors to use with reading students in whatever way they consider most productive. Educators should feel free to use all or only part of the packet. Any materials relevant to the subject matter may be added which the instructor finds helpful.

The packet was designed to help the student to read, understand and complete job applications. This is a skill everyone needs. It is even more critical for ex-offenders returning to society and searching for a job. Being able to compete for a job is a necessary skill in today's world.

Learning packets can be designed for any functional skill that students may want or need. Some possible subjects for individuals in correctional custody are: (1) reading the classified ads, (2) reading the yellow pages, (3) preparation for the written driver's license examination, (4) mastery of forms, such as social security, W-2's, 1040's, etc, (5) understanding guarantees (tires, appliances, sales agreements),(6) paycheck comprehension, (7)recipe utilization, and (8) emergency word recognition. Additional packets are being developed by the Clearinghouse on: rental/loan agreements; food stamps; guarantees/warantees. This packet and the ones to follow are models for teachers to use. We hope it will be an aid in developing your own packets to better meet the learning needs of each student.

If you have questions about using this material or want specific help with any reading problem, please contact me at the Clearinghouse. Your frank criticism or improvement suggestions are invited so that future materials can show constant improvement in quality and scope.

Sincerely,

Jane E. Walker

Jane E. Walker
Assistant Director

INSTRUCTIONS TO THE TEACHER

1. Cut the sheets of vocabulary words into flash card size. Note that the cards have words on both sides. The words on the color coded side are those to be learned by the student for the functional skill presented in the packet. If a student does not know many of the words, a suggestion might be to have him divide the flash cards (corresponding to those words he does not know) into small groups of seven. The student should be given the leaway to select the words in the order he wishes to learn them. By dividing the words into smaller groups, the student will not be frustrated by a huge stack of unknown words. Time needed to learn the words will vary. Some blank flash cards are enclosed for additional words.

2. Labeling and design of the packet's cover is encouraged. Suggestions might be - same color code paper as inside and cutouts from magazines depicting the skill.

3. All materials in the packet and the packet's cover should have the same color code. The color code will allow your students to replace the materials easily into the correct packet. Additional packets can be coded in various colors.

4. If you have access to a copy machine, you could make two xerox copies of this application. Use the first application for a pre-test to determine in what areas the student needs practice. The second form could be the actual working copy. The third use as a post-test to determine if the student gained the skills he needed. If you are unable to duplicate the application the students could simply work on another sheet of paper so the application could be used again by others.

5. The packet is designed so that the student has very concise learning material with which to deal. Exercises and answers are included in the packet. These exercises are divided into three sections: A) Vocabulary. B) Questions, and C) Activities. We recommend that they be undertaken in the sequence presented. There are two sets of student work and answer sheets, one for the instructor's use and the other for the student. Any material can be reproduced.

A. Vocabulary (approximate time: 5-one hour periods)

(1) Use the flash cards with an individual or a group of students - with students reversing roles (vocabulary words vs. definitions) until students are familiar with pronunciation and recognition of words. The reading load is based on the actual McDonald's application. The words are approximately on the 6.0 reading level. For students reading below this level more teacher/tutor involvement will be necessary. The

estimated time noted to complete each learning area (i.e. vocabulary, questions and activities) will increase as the student's reading level lowers. One of the most workable ways to gear this learning material to those students on a lower vocabulary level is to record a cassette tape which directly follows the application and the student's work and answer sheets.

(2) Explain the alphabetizing principle to students, i. e., will need this skill to use the yellow pages, phone book, etc. Have the individual or group alphabetize the vocabulary words.

(3) Have each student (individual or group) use the words in an oral sentence.

B. Questions (three levels of questioning -approximate time: 3-one hour periods)

These three levels of questioning are designed to help students acquire understanding of the subject. Each level employs different skills and different thought processes. More thought is required. Guide your student(s) through this section. (In your own design of future packets an attempt should be made to make questions relevant to the actual application of the contents of the packet. [A suggestion pertaining to Part B, Level III, 2, in this packet: it may be beneficial for students to actually prepare a statement in advance explaining their conviction record. This will prepare them for a question which is almost always on job applications.] This would make a good additional learning activity. NOTE: The wording of this particular question will not be seen as frequently as before. Increasingly, employers will not be asking about arrest records but actual convictions. The student need only respond to the conviction part.

These are the levels of questioning:

Level I	:	Find facts from learning materials
Level II	:	Interpretation of materials
Level III	:	Projection - relating the information on the learning material to other things. Going beyond the learning material.

C. Activities (approximate time: 6-one hour periods)*

Two resource pamphlets are enclosed for additional information relating to the activity exercises. How to Get a Job can be used directly by students. Merchandising Your Job Talents - is more of a resource for the teacher. Advanced readers might also use this pamphlet. Additional copies of resources may be ordered from the address on the back of each pamphlet.

* For discussion 3 hours; for reading resource material 3 hours.

Help your student(s) with these activities. Initiate beginning conversation. If using this model packet you might follow this format.

(1) Discuss with students ways of finding a job.

(2) Discuss what sorts of jobs they might like and be qualified to do.

(3) Have them write on a sheet of paper a statement why they would be qualified for the job they select in #2 (include education, experience, age and so on.) If they are not ready to write yet, have the student dictate to you or an aide their thoughts about the subject. Use this "language experience" as a learning experience for them. Make vocabulary cards from their story, etc.

(4) Discuss what they would wear when applying for a job.

(5) Discuss good ways to control nervousness during an interview.

(6) Discuss this situation: Will the applicant be interviewed at the same time he/she fills out an application form? What might happen?

(7) Is the applicant always hired for a job right at the time of the interview? What else might happen?

(8) Prepare a written and oral statement of what you would answer when asked if you were ever convicted.

(9) Do a role playing situation of an interview. Have one person assume the role of the interviewer and one person be the job hunter. Be sure to practice eye contact and assume a positive attitude in these roles.

McDONALD'S
APPLICATION FOR EMPLOYMENT

SAMPLE

McDonald's

APPLICATION [A] 25

CD1 SOCIAL SECURITY NO. 3–11

STORE-CORP.-DEPT.-REGION PRESENT LOCATION 19–30 31–33 34–35

CD1 NAME 42–51 FIRST 52 INITIAL 53–71 LAST

M or F 72 SEX

Yes or No 73 MARRIED

74–79 DATE OF BIRTH

CD2 17–37 HOME STREET ADDRESS 38–58 APT. OR SUITE NUMBER 59–72 CITY 73–75 STATE OR COUNTRY 76–80 ZIP CODE

CD3 17 19 20–26 AREA TELEPHONE CODE HOME TELEPHONE NO.

TITLE

27–31 TITLE CODE

CD3 36 EMPLOYMENT STATUS

43 REHIRE

44–49 HIRE DATE PART OR FULL TIME

CD4 17–25 SALARY

26 HOURLY OR SALARY

PART TIME ☐

FULL TIME ☐

HOURS AVAILABLE	M	T	W	T	F	S	S
FROM							
TO							

TOTAL HOURS AVAILABLE PER WEEK. _____

If you ever worked for McDonald's Before? _____ Where? _____ When? _____

Position applied for _____ Salary Wage desired _____ Date available for work _____

Do you have transportation to work? ☐ Yes ☐ No Referred by _____

CD4 TAX EXEMPTIONS 44–46 STATUS – NO. FEDERAL 47–49 STATUS – NO. STATE 50–52 STATUS – NO. OTHER

59–62 TAX CODE

36–37 DISTRICT NO.

CD5 INSURANCE 17 GROUP W/ DEP. 18 GROUP W/O DEP. 19 OPT. LIFE

24–27 HEALTH CARD EXPIR. DATE

BENEFICIARY 28–37 FIRST 38 INITIAL 39–57 LAST 58 OTHER

CD5 STOCK PLAN 59 ENROLLED 64–65 DEDUCT

78

CD6 LAST EMPLOYMENT 17–18 BUSINESS 19–20 DUTIES 21–22 NO. OF MONTHS

PREVIOUS EMPLOYMENT 23–24 BUSINESS 25–26 DUTIES 27–28 NO. OF MONTHS

EDUCATION 29–30 HIGHEST LEVEL 31–32 FIELD 33–34 COMPANY TRAINING 35 LANGUAGE FLUENCY

SHADED AREA TO BE COMPLETED BY McDONALD'S REPRESENTATIVE AFTER EMPLOYEE HIRED

_____ APPLICANT SIGNATURE

FORM NO. 28
PRINTED IN U.S.A. REV. 6/73

_____ APPROVED

_____ TITLE

HEALTH

Do you have any impairments, physical defects or disabilities ☐ Yes ☐ No If yes explain _____

Have you had a major illness in the past 5 years? ☐ Yes ☐ No If yes describe _____

PERSONAL

Have you ever been arrested of an offense other than traffic violation? ☐ Yes ☐ No If yes explain _____

EDUCATION

NAME AND LOCATION OF SCHOOL (INDICATE SCHOOL NAME, CITY AND STATE)	NUMBER OF YEARS COMPLETED	DID YOU GRADUATE?	LAST YEAR	GRADE POINT AVERAGE	NATURE OF COURSE TAKEN OR DEGREE & MAJOR SUBJECT	PERCENT OF EXP. EARNED
HIGH SCHOOL						
COLLEGE						
COLLEGE						
OTHER (GRADUATE, MILITARY ETC.)						

EMPLOYMENT BACKGROUND (Most recent first)

DATES MO. & YR.	COMPANY NAME AND ADDRESS	TELEPHONE NO. INCL. AREA CODE	NAME AND POSITION OF SUPERVISOR	YOUR POSITION	SALARY/WAGE START	SALARY/WAGE END	HOW MANY TIMES PROMOTED	REASON FOR LEAVING
FROM								
TO								
FROM								
TO								
FROM								
TO								

MILITARY

What is your present selective service classification? _____ Were you in U.S. Armed Forces? ☐ Yes ☐ No

Military Service from _____ (MO. DAY YEAR) to _____ (MO. DAY YEAR) Branch _____

Rank at time of Induction/Enlistment _____ Current or Discharge Rank _____ Highest Rank Held _____ Type of Discharge _____

Are you a member of an active reserve unit or national guard? ☐ Yes ☐ No. If so when will your obligation expire?

_____

Where will your place of residence be after separation? _____

Any leadership assignments? ☐ Yes ☐ No If yes complete the following table:

WHEN	1.	2.	3.
WHERE			
LARGEST NUMBER OF PERSONS SUPERVISED			

The facts set forth by me in this application are true to the best of my knowledge and belief. I hereby authorize my former employers, except as noted above, to give any information regarding my employment with them, and in addition, to furnish any other information they may have concerning me. I understand that misrepresentation or omission of factual information requested on this application is cause for dismissal.

GENERAL INFORMATION

Would you relocate? ☐ Yes ☐ No Geographic preference _____

Language fluency: _____ (LANGUAGE) ☐ Speak ☐ Write; _____ (LANGUAGE) ☐ Speak ☐ Write; _____ (LANGUAGE) ☐ Speak ☐ Write;

May we contact your current employer? ☐ Yes ☐ No

Of what social, civic, fraternal, technical, professional or other organizations are you a member? (Exclude organizations of a religious, racial or foreign national character). _____

Have you ever held leadership positions in school, social, fraternal, professional, civic or other organizations? (Exclude organizations of a religious, racial or foreign national character). ☐ Yes ☐ No. If yes what? _____

What other additional education or business training have you had such as extension training, night school, correspondence school, business college, seminars, company association, or military training? _____

REFERENCES (other than relatives or past employers)

NAME	BUSINESS OR PROFESSION	POSITION	ADDRESS	TELEPHONE NO. INCL. AREA CODE	HOW LONG KNOWN

IN CASE OF EMERGENCY PLEASE NOTIFY:

NAME _____ ADDRESS _____ TEL. NO. _____

NAME _____ ADDRESS _____ TEL. NO. _____

ADDITIONAL COMMENTS:

This is to inform you that as part of our procedure for processing your employment application an investigative report may be made whereby information is obtained through personal interviews with third parties, such as family members, business associates, financial sources, friends, neighbors, or others with whom you are acquainted. This inquiry includes information as to your character, general reputation, personal characteristics, and mode of living, whichever may be applicable. You have the right to make a written request within a reasonable period of time for a complete and accurate disclosure of additional information concerning the nature and scope of the investigation.

JOB APPLICATION

Student's Work Sheet

A. Vocabulary

1. Go through the application word by word. Circle the words you do not know and find them on the vocabulary cards. If you cannot find a card with a word, print the word on a blank card.

With the flash cards, make a stack of words you know and those you don't. Divide the stack of words you do not know into small groups of 7. Then by yourself or with another student, a teacher or a tutor, practice the words until you recognize them by sight and can say them. Take turns holding and answering the cards with the other person.

2. Arrange the vocabulary words in alphabetical order.

3. Use each vocabulary word in a sentence. Say the sentence to another student, tutor, or teacher. The sentence must make the word clear in meaning.

B. Questions

Level I

1. Does this application ask if you are a citizen of the United States?

2. Does the application ask if you might be willing to move to another city for a job?

3. Can you apply for a specific job on this application?

4. Do you know from this application how much money you would receive as salary?

5. Are you to write in the yellow spaces on this application?

Level II

1. Why might this employer want to know your address?

2. Why would he or she be interested in what sorts of jobs you have had?

3. Why must you sign your name instead of printing it on the first sheet of the application?

4. Could you list your mother or other relatives as "personal reference"?

5. Why would MacDonald's want to know if you had been ill lately?

Level III

1. What information might an employer find out from the reports of the people you list as personal references?

2. Why would MacDonald's want to know if you had ever worked for them?

3. How might you explain your arrest record? (As it asks on the application)

4. The last page of the application has a small paragraph at the bottom of the page. See if you can explain what it says in your own words.

C. Activities

(1) Discuss ways of locating job openings with other students.

(2) Discuss what sorts of jobs you might like and be qualified for.

(3) Write on one sheet of paper a statement that tells why you would be qualified for the job you selected in #2 (include education, experience, age and so on).

(4) Discuss what you should wear when applying for a job. This might depend on the job, who you are, etc.)

(5) Discuss good ways to control nervousness during an interview.

(6) Discuss this situation: Will you be interviewed at the same time you fill out the application form?

(7) Discuss this situation: Will you be hired for a job right at the time of the interview?

(8) Prepare a written and oral statement of what you would answer when asked if your were ever convicted.

(9) Your instructor will help you in a role-play situation of interviewing.

JOB APPLICATION

Student's Work Sheet

A. Vocabulary

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(8) Prepare a written and oral statement of what you would answer when asked if your were ever convicted.

(9) Your instructor will help you in a role-play situation of interviewing.

JOB APPLICATION

Student's Answer Sheet

A. Vocabulary

1. You will have answered this question correctly if you followed the directions.

2. Word List in Alphabetical Order

1. accurate
2. active
3. acquainted
4. additonal
5. address
6. application
7. apt.
8. arrested
9. assignments
10. associate
11. authorize
12. available
13. background
14. belief
15. beneficiary
16. branch
17. business training
18. cause
19. character
20. civic
21. comments
22. company
23. complete
24. contact
25. correspondence
26. current
27. describe
28. disabilities
29. discharge
30. disclosure
31. dismissal
32. education
33. emergency
34. employer
35. employment
36. enlistment
37. exclude
38. exemptions
39. explain
40. expir.
41. expire
42. extension
43. factual
44. fluency
45. following
46. foreign national
47. former
48. fraternal
49. full time
50. furnish
51. general reputation
52. geographic
53. graduate
54. health
55. hereby
56. highest
57. how long known
58. illness
59. impairment
60. incl.
61. includes
62. indicate
63. induction
64. information
65. initial
66. interviews
67. inquiry
68. investigate
69. knowledge
70. language
71. leadership
72. location
73. major
74. m/f
75. member
76. military
77. misrepresentation
78. mo.
79. mode of living
80. most recent first
81. national guard
82. nature of course taken
83. notify
84. obligation
85. obtained
86. offense
87. omission
88. organization
89. other
90. part time
91. percent of exp. earned
92. personal
93. personal characteristics
94. physical defects
95. position
96. present
97. procedure
98. processing
99. professional
100. promoted
101. racial
102. rank
103. reason for leaving
104. reasonable period
105. reference
106. referred by
107. relative
108. religious
109. regarding
110. relocate
111. report
112. reserve unit
113. residence
114. requested
115. salary
116. scope
117. selective service classification
118. seminars
119. separation
120. signature
121. social
122. social security
123. specimen

124. status
125. suite
126. supervised
127. supervisor
128. table
129. technical
130. third parties
131. total
132. traffic
133. transportation
134. type
135. violation
136. wage

3. Check the meanings on the back side of the vocabulary cards to be certain you are using the word correctly. Here are some possible sentences for each word. These sentences have the new word in alphabetical order

1. This is an accurate story of what happened.
2. Is your reserve unit active?
3. I am acquainted with her.
4. He wanted to say some additional things to the man.
5. What is your home address?
6. For many jobs, one must fill out an application form.
7. Apt. is the short form for apartment.
8. A person can be arrested and not convicted.
9. Did you ever have any fun assignments in your last job?
10. He was one of my associates on my last job.
11. He will authorize Ben to give out pay checks this week.
12. When would you be available for the job?
13. Tell me about your background in school.
14. It is her belief that the statement was true.
15. Carl's wife is his beneficiary.
16. The Marines is a branch of the armed services.
17. Have you had any business training, such as typing?
18. What was the cause of his losing his job?
19. Bill's character is good.
20. He belongs to a very active civic organization in town.
21. She added some other comments that were covered on the rest of the application.
22. The name of my brother's company is Singer.
23. They did a very complete search of his background.
24. People who hire new workers always want to contact someone who knows the person.
25. I took two courses from correspondence school.
26. I am leaving my current job as I want something that pays more money.
27. She will describe the accident to us.
28. I do not have any disabilities that would limit me in doing this job.
29. Bill had an honorable discharge from the Marines in 1968.
30. There were no bad disclosures by any of my references.
31. If any of the money was missing, it would mean her dismissal as treasurer.
32. Your education is what you've learned in school.
33. In an emergency, please contact my wife, Betty.
34. You can reach my last employer at this number 232-4871.
35. I am looking for permanent employment.

36. There were three of my friends on the same enlistment sheet as me.
37. Do not exclude any time you were working.
38. I have three exemptions, my wife and two children.
39. He will explain the reason for his arrest on another sheet of paper.
40. Expir. is a shortened form of expiration.
41. My driver's license expires on my birthday.
42. The junior college has some extension classes from the state university.
43. This report is very factual.
44. I do not have fluency in another language.
45. The following is a list of my references: Bill Jones, Frank Martin and Beverly Agree.
46. "Sons of Italy" is a club of foreign national nature.
47. My former employer will gladly answer questions about me.
48. I do not belong to any fraternal organization, like the Elks.
49. The job is from 9-5, full time.
50. I can furnish you any additional information you request.
51. How is his general reputation?
52. I would like the midwest as a geographic preference.
53. When you get a diploma from school you graduate.
54. Joe's health is excellent.
55. Hereby is a legal term.
56. General is one of the highest ranks in the service.
57. How long have you known your friend, Mike?
58. I haven't ever had a serious illness.
59. I do not have any physical or mental impairment.
60. Incl. is a shortened form of includes.
61. Do job benefits include insurance and sick leave?
62. It is necessary to indicate which schools you attended.
63. The induction date of my army entrance was July 7, 1970.
64. You can find out that information from my vocational counselor, Mr. Bill Jones.
65. My middle name is Edward; therefore, my middle initial is E.
66. How long will the interviews run?
67. If I want to make an inquiry about this job, whom should I call?
68. I had no idea that this organization did such a full investigative job on new employees.

69 &70. John has knowledge of the Spanish language.

71. Your leadership in the baseball games is good experience with people.
72. The location of my last job was in Atlanta, Georgia.
73. Tuberculosis would be classified as a major illness.
74. M/F is an abbreviation of male/female.
75. Are you a member of any clubs?
76. How many years were you in the military.

77. She is certain that she has not made a misrepresentation of her past employment.
78. Mo. is a shortened form of the whole word - month.
79. Bill's mode of living is family-oriented.
80. In listing my employment - most recent first - I would write down employment in 1973 before I listed 1972.
81. Does your National Guard unit meet weekly or monthly?
82. Mainly, the courses I took in high school were in the business nature.
83. If you are ill, you must notify the personnel office.
84. I have an obligation to meet with my parole officer each month.
85. I obtained my birth certificate from the county courthouse.
86. What was the offense you were convicted of?
87. There is an omission in your work record of one year.
88. I belong to a youth organization.
89. Have you ever done other work than sales?
90. I work at the office half-days, so it is a part-time job.
91. While in high school, I earned 8 percent of exp.
92. Your weight, height, whether you are married or not are all personal questions.
93. Often employers are interested in your personal characteristics to see if you have a nice physical appearance.
94. I am healthy and have no physical defects.
95. Is his position in the company vice president?
96. It is office procedure to punch your card each morning.
97. It always takes a week for processing an application.
98. Do you belong to a professional organization?
99. Where would you see your next promotion taking you?
100. Was Sue promoted from filing to complete typing?
101. No one can refuse to hire someone because of their racial background.
102. What was your rank in the army?
103. She gave her reason for leaving as seeking a better job.
104. Please give us a reasonable period to check your references before you call us.
105. Whomever you ask to be your reference should be able to speak well about you.
106. You were referred to this section by Mr. Johnson
107. Your father is your relative.
108. A church choir group would be a religious group.
109. Is there anything in addition that you would like to know regarding my conviction record?
110. The Jones had to relocate from Pittsburgh to Washington.
111. That report covers everything.
112. Is your reserve unit infantry?
113. My residence now is close enough to walk to work.
114. You requested that I bring my social security card.

115. What was your last salary?
116. The scope of the questionning of the references is quite deep.
117. I do not have a selective service classification.
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119. What was the date of your separation from the Marines?
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122. Everyone who works has a social security number.
123. The application in this packet has specimen stamped in red on it.
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132. It is often easy to get a ticket for a traffic offense.
133. I have no transportation.
134. What type of work were you looking for?
135. It would be a violation not to register with the parole board.
136. I understand the wage is $2.50 an hour.

B. Questions

Level I:

1. Yes
2. Yes
3. Yes
4. No
5. No

Level II:

1. He might need to locate your family in an emergency. He might need to get in touch with you sometime when you were not at work.
2. Your employer will want to know if you have developed any special skills during the time you held other jobs. He will want to know if the skills you have now will help you in the job he has open. He will probably want to talk to your past employer to see if you were a good worker.
3. Signing your name means you are saying that everything you have said in the application is the truth.
4. No, you could not list any relative. (Check the small print instructions).
5. MacDonald's needs to know if you are healthy. Your employer would want to know if you would be at work and not at home sick. He will want to know if, physically, you can do the job. He will not want to pay you for time you are not at work. Also, if you are a food handler you will need to have a clean bill of health.

Level III:

1. Usually a prospective employer will ask these people things about your personal life. If you are married, perhaps they will ask some question about that situation. Or if you can be counted on, if you have any problems of any sort, if you are, generally, a person they would want to work for them.

2. If you had worked for them, McDonald's policy would be to talk to your supervisor and see if you had done good work. They might want to know why you quit working for them and why you were returning now.

3. Try to include here the true facts. It is always best to be honest. Why were you arrested, what for, what happened when you were convicted, where you lived during your confinement, etc.

4. Simply, this statement means that you, if you wish, can ask MacDonald's to let you know what was said about you by your "personal references". It would be illegal for you not to have this information if you wanted it.

Answers

C. Activities

1. Here are several ways of locating a job:

   a. Help wanted ads in the newspaper - Usually the ad will specify how it is to be answered. There are three ways to answer an ad: (1) write a letter, (2) call on the phone, and (3) apply in person. Many times someone who is looking for a job will run an ad in the paper under Positions Wanted. If you do put an ad in the paper about yourself be certain to include the type of job you are looking for, your qualifications and how employers would contact you.

   b. Yellow pages of the phonebook - Look up the title of the type of business where you would like to work. Call this business and ask if they need any new workers.

   c. Talk to your friends - Often someone you know may know of a job opening. Be sure to ask friends you think may be able to help you.

   d. Help wanted posters and signs - Many businesses will put a poster or sign in their window or in front of their business to let people know they need help. If you see a sign, go inside and ask about the job.

   e. State employment agency - These agencies are located in most cities. They can often locate a job for you. The people there to help you are paid by the state so that there is no charge to you.

   f. Private employment agency - You can locate these by looking in the want ads in the paper or in the yellow pages. These agencies will help you find a job, however, unlike state agencies these people will charge you money for looking for the job. Sometimes they make an agreement with an employer that if the employer hires you he will pay the agency fee. Do not count on this method of payment. If you do go to a private agency be sure to ask about the payment. And don't sign a contract with them until you are sure there are no hidden statements.

   g. Are there other ways you can think of to locate a job?

2. The answer to this question will depend upon your interest. Talk with other friends/students/ teachers about jobs.

3. Be sure to include your education, experience, age, etc., in this statement. Many times it is a good idea to try to think from the employer's viewpoint as you write the statement. What would you want to know about someone who was applying for a job.

4. Today's clothing for both men and women have changed. Dress is more informal. Women wear pantsuits to work. It is no longer necessary for men to wear white shirts. It is important to show your possible employer that you are careful of your appearance. Be certain to find out what clothing you will be expected to wear for the job.

Activities (contd.)

5. You will have many ideas on this topic. Some suggestions are to think positively and feel good about yourself. This attitude will be apparent ot the interviewer. Have necessary items with you: pen, social security card, any employment record or school record that you can prepare before going to the interview.

6. Both yes and no. Many times after you complete an application, the business will tell you that they will call you at home to arrange an interview. But employers do interview at the same time you fill out an application. Do be ready to wait for a while for the interview. The employer may have to fit you into his work schedule.

7. In most cases, no. The employer is interviewing more people than you so he/she will want time to talk to others. If you are not hired at that time be sure to find out when and how the business will notify you whether or not you have the job. Do not be afraid to call or check back with them yourself.

8. In this statement be sure to include why the crime happened. Tell the truth clearly and simply. Be sincere.

JOB APPLICATION

Student's Answer Sheet

A. Vocabulary

1. You will have answered this question correctly if you followed the directions.

2. Word List in Alphabetical Order

1. accurate
2. active
3. acquainted
4. additonal
5. address
6. application
7. apt.
8. arrested
9. assignments
10. associate
11. authorize
12. available
13. background
14. belief
15. beneficiary
16. branch
17. business training
18. cause
19. character
20. civic
21. comments
22. company
23. complete
24. contact
25. correspondence
26. current
27. describe
28. disabilities
29. discharge
30. disclosure
31. dismissal
32. education
33. emergency
34. employer
35. employment
36. enlistment
37. exclude
38. exemptions
39. explain
40. expir.
41. expire
42. extension
43. factual
44. fluency
45. following
46. foreign national
47. former
48. fraternal
49. full time
50. furnish
51. general reputation
52. geographic
53. graduate
54. health
55. hereby
56. highest
57. how long known
58. illness
59. impairment
60. incl.
61. includes
62. indicate
63. induction
64. information
65. initial
66. interviews
67. inquiry
68. investigate
69. knowledge
70. language
71. leadership
72. location
73. major
74. m/f
75. member
76. military
77. misrepresentation
78. mo.
79. mode of living
80. most recent first
81. national guard
82. nature of course taken
83. notify
84. obligation
85. obtained
86. offense
87. omission
88. organization
89. other
90. part time
91. percent of exp. earned
92. personal
93. personal characteristics
94. physical defects
95. position
96. present
97. procedure
98. processing
99. professional
100. promoted
101. racial
102. rank
103. reason for leaving
104. reasonable period
105. reference
106. referred by
107. relative
108. religious
109. regarding
110. relocate
111. report
112. reserve unit
113. residence
114. requested
115. salary
116. scope
117. selective service classification
118. seminars
119. separation
120. signature
121. social
122. social security
123. specimen

124. status
125. suite
126. supervised
127. supervisor
128. table
129. technical
130. third parties
131. total
132. traffic
133. transportation
134. type
135. violation
136. wage

3. Check the meanings on the back side of the vocabulary cards to be certain you are using the word correctly. Here are some possible sentences for each word. These sentences have the new word in alphabetical order

1. This is an accurate story of what happened.
2. Is your reserve unit active?
3. I am acquainted with her.
4. He wanted to say some additional things to the man.
5. What is your home address?
6. For many jobs, one must fill out an application form.
7. Apt. is the short form for apartment.
8. A person can be arrested and not convicted.
9. Did you ever have any fun assignments in your last job?
10. He was one of my associates on my last job.
11. He will authorize Ben to give out pay checks this week.
12. When would you be available for the job?
13. Tell me about your background in school.
14. It is her belief that the statement was true.
15. Carl's wife is his beneficiary.
16. The Marines is a branch of the armed services.
17. Have you had any business training, such as typing?
18. What was the cause of his losing his job?
19. Bill's character is good.
20. He belongs to a very active civic organization in town.
21. She added some other comments that were covered on the rest of the application.
22. The name of my brother's company is Singer.
23. They did a very complete search of his background.
24. People who hire new workers always want to contact someone who knows the person.
25. I took two courses from correspondence school.
26. I am leaving my current job as I want something that pays more money.
27. She will describe the accident to us.
28. I do not have any disabilities that would limit me in doing this job.
29. Bill had an honorable discharge from the Marines in 1968.
30. There were no bad disclosures by any of my references.
31. If any of the money was missing, it would mean her dismissal as treasurer.
32. Your education is what you've learned in school.
33. In an emergency, please contact my wife, Betty.
34. You can reach my last employer at this number 232-4871.
35. I am looking for permanent employment.

36. There were three of my friends on the same enlistment sheet as me.
37. Do not exclude any time you were working.
38. I have three exemptions, my wife and two children.
39. He will explain the reason for his arrest on another sheet of paper.
40. Expir. is a shortened form of expiration.
41. My driver's license expires on my birthday.
42. The junior college has some extension classes from the state university.
43. This report is very factual.
44. I do not have fluency in another language.
45. The following is a list of my references: BillJones, Frank Martin and Beverly Agree.
46. "Sons of Italy" is a club of foreign national nature.
47. My former employer will gladly answer questions about me.
48. I do not belong to any fraternal organization, like the Elks.
49. The job is from 9-5, full time.
50. I can furnish you any additional information you request.
51. How is his general reputation?
52. I would like the midwest as a geographic preference.
53. When you get a diploma from school you graduate.
54. Joe's health is excellent.
55. Hereby is a legal term.
56. General is one of the highest ranks in the service.
57. How long have you known your friend, Mike?
58. I haven't ever had a serious illness.
59. I do not have any physical or mental impairment.
60. Incl. is a shortened form of includes.
61. Do job benefits include insurance and sick leave?
62. It is necessary to indicate which schools you attended.
63. The induction date of my army entrance was July 7, 1970.
64. You can find out that information from my vocational counselor, Mr. Bill Jones.
65. My middle name is Edward; therefore, my middle initial is E.
66. How long will the interviews run?
67. If I want to make an inquiry about this job, whom should I call?
68. I had no idea that this organization did such a full investigative job on new employees.

69 &70. John has knowledge of the Spanish language.

71. Your leadership in the baseball games is good experience with people.
72. The location of my last job was in Atlanta, Georgia.
73. Tuberculosis would be classified as a major illness.
74. M/F is an abbreviation of male/female.
75. Are you a member of any clubs?
76. How many years were you in the military.

77. She is certain that she has not made a misrepresentation of her past employment.
78. Mo. is a shortened form of the whole word - month.
79. Bill's mode of living is family-oriented.
80. In listing my employment - most recent first - I would write down employment in 1973 before I listed 1972.
81. Does your National Guard unit meet weekly or monthly?
82. Mainly, the courses I took in high school were in the business nature.
83. If you are ill, you must notify the personnel office.
84. I have an obligation to meet with my parole officer each month.
85. I obtained my birth certificate from the county courthouse.
86. What was the offense you were convicted of?
87. There is an omission in your work record of one year.
88. I belong to a youth organization.
89. Have you ever done other work than sales?
90. I work at the office half-days, so it is a part-time job.
91. While in high school, I earned 8 percent of exp.
92. Your weight, height, whether you are married or not are all personal questions.
93. Often employers are interested in your personal characteristics to see if you have a nice physical appearance.
94. I am healthy and have no physical defects.
95. Is his position in the company vice president?
96. It is office procedure to punch your card each morning.
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1. He might need to locate your family in an emergency. He might need to get in touch with you sometime when you were not at work.
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Activities (contd.)

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Merchandising Your Job Talents

Revised 1974

U.S. Department of Labor
Peter J. Brennan, Secretary

Manpower Administration
William H. Kolberg
Assistant Secretary for Manpower

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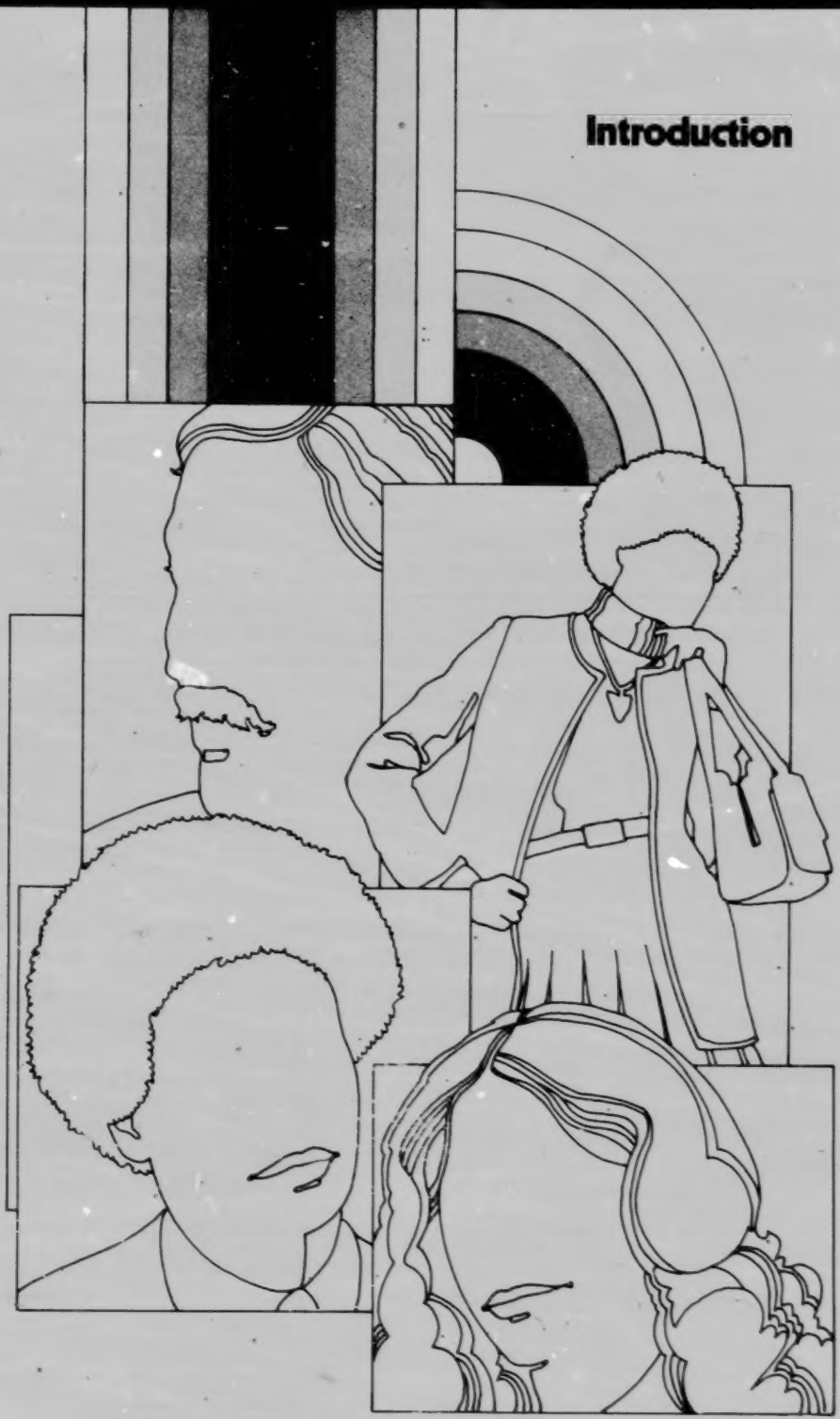
Contents

Introduction	1
Self-appraisal	2
Preparing a résumé	5
Suggested outline for your résumé	7
Letter of application	12
Sources of job information	15
Planning your time	17
Job interview	19
Testing	23
After the interview	24

Introduction



You want a job. And you feel that somewhere, some employer has precisely the job you want—one that fully utilizes your knowledge and abilities and provides challenge and opportunities for advancement.

To find that job, you need to carry out a well-planned job search. You have a product to sell—your knowledge, skills, and experience. What you need to know is how to market it most effectively. Whether you are just out of school and ready to start your career or looking for a new position after 20 years' experience, some of the techniques presented in this pamphlet may help you. It offers suggestions on:

- Where you can find out more about the kinds of jobs you are qualified to hold.
- How to present your background in a résumé that will convince an employer that you are the person for the job.
- How to write a letter of application that catches an employer's interest.
- Where to go for information on job opportunities in your field.
- How to present your qualifications to the best advantage at a job interview.

And it offers tips on planning your time, taking tests, and learning to profit from your job interviews.

Self-Appraisal

As the first step in merchandising your talents, you should decide exactly what your qualifications are. You need a detailed inventory of your background and experience so that you will know exactly what assets you have to offer an employer.

No matter what type of job you seek, your inventory will be a basic tool in your search. If you are marketing your skills for a professional or office position, it will contain the information you need to prepare your résumé. If you are looking for work in a skilled trade or other field in which résumés are not expected, your inventory will help you decide how to present your qualifications at a job interview and be your source for the facts, dates, and other information you will need to give an employer.

To prepare your inventory chart, follow the outline below. Write out, on a separate sheet of paper, all the data you think might help you in your job search. Later, you can weed out the list and select the assets that are relevant to the job you seek.

1. *Work history*
   List all of your jobs, including part-time, summer, and freelance work. For each job, give the name and address of your employer, your job title, the details of your duties, and the dates you were employed. Then ask yourself:
   What did I like about each job? Why?
   What did I dislike about each job? Why?
   Why did I leave?
2. *Skills and abilities.* Ask yourself: What personal qualities do I have that make me good at certain work? Think back over your job experience and school and volunteer activities and try to be honest with yourself. Are your strong points initiative, imagination, leadership, ability to organize, willingness to follow orders, interest in detail, or ability to work with people? What did I learn on the job that I can use in another position? (For example, operation of a machine or office equipment or blueprint reading.)
3. *Education.* List:
   The schools you attended and the dates, the principal courses you took, and the degrees you received.
   The business, vocational, military, on-the-job training, or special courses you took, the dates, and any certificates you received.
   Then ask yourself:
   What courses or training did I like best and why?
   What courses or training did I dislike and why?
   Now list your scholarships or honors and your extracurricular activities.
   If you are a recent graduate, your activities may be a significant part of your job qualifications (for example, work on the school newspaper or campus radio station). Even if they are not directly related to a job, they may help you decide what your best

talents and interests are. (For example, do you enjoy sports, recreation, and outdoor activities? Did you excel on the debate team? Are you good at organizing a group to do a job?)

4. *Interests, talents, and aptitudes.*
   Ask yourself:
   What are my hobbies or volunteer activities?
   What are my special talents or aptitudes? For example, can I fix a car? Play a musical instrument? Speak another language besides English? Am I good at drawing or painting?
   What do I learn most easily?
   How can I relate my talents and interests to a job?
5. *Does my physical condition limit me in any way?*
6. *Is it necessary for me to change my field of work?*
7. *How long can I afford to be out of work?*
8. *Career goal*
   What kind of work do I want to be doing 5 or 10 years from now?
   What sort of job should I seek now in order to prepare for my goal?
9. *Jobs I want*
   Considering all the information in your inventory, list the types of jobs you feel you are best qualified for and want. List them in order of your preference.

If you have completed your inventory, you are ready for the next step—either preparing your résumé or selecting your sources of job information. But perhaps you have considered all the factors in your background and still are not ready to answer the key question: What kind of job do I want? You may be just out of school or the service and know little about the sorts of jobs that are open to you. You may have decided that you are on the wrong track vocationally and want to switch to a new field. Perhaps you have been out of the labor force for years because of family responsibilities. Or for other reasons you are not sure what your job goal should be.

You need to learn more about different types of jobs. A good place to go is your local State employment service office. This office has information about jobs and the qualifications needed to fill them. You may be given an appointment with a career counselor who will help you decide what sort of work is best suited to your abilities and interests.

Another good source of information about various types of jobs is your local public library. You can find books that tell you about specific careers and consult the *Occupational Outlook Handbook*, published by the U.S. Department of Labor. The *Handbook* gives the latest information about more than 850 occupations. For each, it tells about the work involved, where the jobs are located, what training and other qualifications are needed to fill them, and the chances for advancement. It also discusses earnings and working conditions and assesses future job opportunities for people in the field. And it tells you where to go for more information about any occupations of particular interest to you.

Once you have decided on your job goal, the employment service can give you other help—such as assistance in preparing your résumé and group training in job finding. When you are ready, it may be able to refer you to the sort of job you want.

Preparing a Résumé

If you are seeking a professional, technical, administrative, or managerial job, you will need a résumé. One is also needed in applying for many clerical and sales positions. An effective résumé "gets your foot in the door." It often leads to personal interviews that you might not otherwise have.

Your inventory chart should contain all the information you need to prepare your résumé. You now have to *select, arrange,* and *organize* this raw material in the way that best relates your background to the job you seek.

Your first task is to *select* the data you want to use. Ask yourself: Which parts of my training and experience are relevant to my job goal? Which parts, if any, are unrelated? Give all pertinent details about the positions that relate to your goal. But be brief in listing unrelated jobs; they are of little interest to a prospective employer.

Next you must *arrange* the information you have selected. To catch an employer's attention, plan to list your best qualifications early in your résumé. Ask yourself: Is my work experience the most important part of my résumé? Or will an employer be more interested in my education and training?

You can *organize* your experience in one of two ways—by job or by function. You may want to look over the suggested outline and sample résumés before you decide which one presents your work experience better.

Your résumé should be detailed enough to give an employer the information needed to assess your qualifications. At the same time it should be concise. A busy employer wants the pertinent facts in as few words as possible. For example, in your work history the full sentence, "I was responsible for analyzing the cost sheets from the production department," can be condensed into a short phrase starting with an action verb: "Analyzed production cost sheets."

If you have more than one job objective, you have two alternatives.

1. You can list, in order of preference, the jobs you are qualified for. Your résumé should include all data relevant to each job. This will give you one all-purpose résumé. It has the clear advantages of simplicity and speed. You can prepare in advance as many copies as you think you will need and have one ready to pass out whenever you want it.

2. You can prepare a résumé directed specifically to each job objective. You will need a basic résumé to use as a guide. Before applying for a particular job, you will prepare a résumé that presents your background in the way most likely to interest that employer. This, of course, takes more time and effort. You may decide it is worth the extra trouble:

- If your job goals are in separate fields (for example, research assistant, copywriter, or English teacher).
- If you will approach several types of institutions, which may place more value on different aspects of your background. (For example, one may emphasize certain academic degrees, while a second is interested in a particular part of your job experience, and still another may be looking for clues to your personal traits, such as ability to persuade or deal tactfully with others.)

The details—They do make a difference. If possible, your résumé

should be typewritten. If you can't type it yourself, having a copy typed is usually a good investment. You may need anywhere from 2 to 200 copies, depending on the type of job you seek, the supply and demand in your field, and the geographic area you wish to cover. If your distribution needs are large and you can use the same résumé without change for any employer, a good practice is to have enough copies duplicated for your anticipated needs. Avoid passing out carbon copies. They advertise the fact that you gave the original to someone else. If you need only a few copies, an alternate method is to print your résumé clearly in ink.

Suggested Outline for Your Résumé

1. *Personal data*
   Begin with your name, address, and telephone number. Other personal data, such as your date of birth (optional) and your marital status and dependents, may follow or appear at the end of your résumé.

2. *Employment objective*
   Indicate the kind of job you are seeking. If you are qualified for several jobs and are preparing one all-purpose résumé, list them in order of your preference.

3. *Work history*
   You can organize this information in two ways. Choose the one that presents your work experience better.

   a. *By job*
      List each job separately (even if the jobs were within the same firm), starting with the most recent one and working backward. For each job, list:
      - Dates of employment
      - Name and address of employer and nature of the business
      - Position you held

      Then describe your job, showing:
      - Specific job duties—The tasks you performed, including any special assignments and use of special instruments or equipment.
      - Scope of responsibility—Your place in the organization, how many people you supervised, and in turn, the degree of supervision you received.
      - Accomplishments—If possible, give concrete facts and figures.

b. By function
List the functions (fields of specialization or types of work, such as engineering, sales promotion, or personnel management) you performed that are related to your present job objectives.
Then describe briefly the work you have done in each of these fields, without breaking it down by jobs.

4. *Education* (If this is your main selling point, put it before your work history.)
List your formal education, giving:
High school (can be omitted if you have a higher degree), college, graduate school, and other courses or training
Dates of graduation or leaving school
Degrees or certificates received
Major and minor subjects and other courses related to your job goal
Scholarships and honors
Extracurricular activities (if you are a recent graduate and your activities pertain to your job goal)

5. *Military experience*
List your military service if it is recent or pertinent to your job goal, indicating:
Branch and length of service
Major duties, including details of assignments related to the job you seek
(Indicate any pertinent military training here or under your education.)

6. *Miscellaneous*
If appropriate to your field of work, give such information as:
Knowledge of foreign languages
Volunteer or leisuretime activities
Special skills, such as typing, shorthand, or ability to operate special equipment
Membership in professional organizations
Articles published, inventions, or patents

7. *References*
Give the names, positions, and addresses of three persons who have direct knowledge of your work competence. If you are a recent graduate, you can list teachers who are familiar with your school work. When possible, you should obtain the permission of the persons you use as references.

The following examples show some of the ways that a jobseeker can organize a résumé. They are for use only as general guides.

Ruth A. Roe
487 Franklin Drive
Woodland, N.Y. 10124
561-2573

(date of résumé)
Marital status: married, no children
Date of birth: October 21, 1947

EMPLOYMENT OBJECTIVE

Children's librarian

EDUCATION

Hunter College, B.S., 1969. *Major:* Elementary education, *Minor:* Child psychology
Columbia University, master's degree, 1974, library science

EXPERIENCE

1969-73, Woodland Elementary School, 231 Ritchie Lane, Woodland, N.Y. Taught fifth grade. A major objective was to stimulate pupils to do more independent reading. To this end, prepared displays and organized field trips to nearby libraries in connection with annual book fair; assisted part-time librarian in reorganizing instructional materials center to make it easier to use and more inviting in appearance; and took training course and for 2 years conducted a junior great books course for pupils at Woodland.

1968-69 (part time during school year and full time during summer of 1969). Bowen Library, 441 Playford Street, New York, N.Y. Library clerk. Located books for patrons and answered nonprofessional inquiries. Received, sorted, repaired, and shelved books.

Summer, 1968. Mobile Manufacturing Company, 24 W. Fifth Street, Woodland, N.Y. Clerk-typist. Acted as secretary to vice president while regular secretary was on vacation.

Summers, 1966 and 1967. Highpoint Camp, Wilson Road, Adirondacks, N.Y. Taught arts and crafts and supervised bunk of 10- and 11-year-old girls.

SPECIAL SKILLS

Spanish: Good reading, writing, and speaking knowledge.
Operate various types of visual equipment.

REFERENCES

Dr. Margaret Martin, Professor of Library Science, Columbia University, New York, N.Y. 10027

Mr. Wilbur Miller, Principal, Woodland Elementary School, 231 Ritchie Lane, Woodland, N.Y. 10123

Mr. Walter Snyder, Chief Librarian, Bowen Library, 441 Playford Street, New York, N.Y. 10009

John W. Doe
304 Amen St.
San Francisco, Calif. 94102
778-0000

(date of résumé)

OBJECTIVE

Sales executive

SALES PROMOTION

Devised and supervised sales promotion projects for large business firms and manufacturers, mostly in the electronics field. Originated newspaper, radio, and television advertising and coordinated sales promotion with public relations and sales management. Analyzed market potentials and developed new techniques to increase sales effectiveness and reduce sales costs. Developed sales training manuals.

As sales executive and promotion consultant handled a great variety of accounts. Sales potentials in these firms varied from $100,000 to $5 million per annum. Was successful in raising the volume of sales in many of these firms 25 percent within the first year.

SALES MANAGEMENT

Hired and supervised sales staff on a local, area, and national basis. Established branch offices throughout the United States and developed uniform systems of processing orders and sales records. Promoted new products as well as improving sales of old ones. Developed sales training program. Developed a catalog system involving inventory control to facilitate movement of scarce stock between branches.

MARKET RESEARCH

Devised and supervised market research projects to determine sales potentials, as well as need for advertising. Wrote detailed reports and recommendations describing each step in distribution, areas for development, and plans for sales improvement.

SALES

Retail and wholesale. Direct sales to consumer, jobber, and manufacturer. Hard goods, small metals, and electrical appliances.

ORDER CLERK

Received, processed, and expedited orders. Trouble shooter. Set up order control system which was adopted for all branches.

FIRMS

1964-1974	B. B. Bowen Sales Development Co., San Francisco, Calif.	Sales Executive

1955-1963	James Bresher Commercial and Industrial Sales Research Corp. Oakland, Calif.	Sr. Sales Promotion Mgr.
1950-1955	Dunnock Brothers Electronics Co., San Francisco, Calif.	Order Clerk, Salesworker, Sales Mgr.

EDUCATION

University of California, B.S. 1949; *Major:* Business Admin.

PERSONAL DATA

Birth date, January 4, 1924. Married, three children. World War II veteran.

Jane D. Jones
593 Ninth Avenue
Anytown, Ala. 35204
422-2824

(date of résumé)
Age: 22
Marital status: single

EMPLOYMENT OBJECTIVE
Reporter, copy editor

EDUCATION

Standard State University, University City, Ala. B.S., cum laude, 1974. *Major:* Journalism, *Minor:* Psychology, other courses: Beginning and advanced photography
Honors: Phi Kappa Phi
Extracurricular activities: Editor of college newspaper. Served earlier as copy editor and reporter.

EXPERIENCE

1973-74 school year. Correspondent in University City for *Anytown Gazette,* Anytown, Ala.

June-August 1973. *Anytown Gazette.* Although working as a copy runner, I received a number of editorial assignments. Besides covering meetings and writing obituaries, I did a feature series with photographs on the county arts group. (Attached is a one-sheet photostat showing clippings of stories I wrote for the *Gazette.)*

Summers 1971 and 1972. Wilder Dress Shop, 215 Main Street, Anytown, Ala. Sales clerk.

REFERENCES

Prof. J. W. Wynn, School of Journalism, Standard State University, University City, Ala. 34205

Mr. William T. Ryan, editor, *Anytown Gazette,* Anytown, Ala. 35204

Mrs. Dora Cohen, assistant professor of journalism, Standard State University, University City, Ala. 34205

Letter of Application

In many fields of work, writing a letter of application is the customary way to ask for a personal interview. This is particularly true in the following cases:

1. When the employer you wish to contact lives in another city or town.
2. As a cover letter when you are mailing résumés.
3. When you are answering a want ad.

The following guidelines may help you write a letter of application:

1. Type neatly, using care in sentence structure, spelling, and punctuation.
2. Use a good grade of letter-sized white bond paper.
3. Address your letter to a specific person, if possible (use city directories or other sources).
4. State exactly the kind of position you are seeking and why you are applying to the particular firm.
5. Be clear, brief, and businesslike.
6. Enclose a résumé.

Letters of application will vary considerably depending on the circumstances in which they are used. The sample illustrates one way of writing such a letter.

(date)

Mr. Wilbert R. Wilson
President, Metallic Manufacturing Company
3893 Factory Boulevard
Cleveland, Ohio

Dear Mr. Wilson:

Recently I learned, through Dr. Robert R. Roberts of Atlantic and Pacific University, of the expansion of your company's sales operations and your plans to create a new position of sales director. If this position is open, I would appreciate your considering me for it.

Starting with over-the-counter sales and order service, I have had progressively more responsible and diverse experience in merchandising products similar to yours. In recent years I have carried out a variety of sales promotion and top management assignments.

For your review I am enclosing a résumé of my qualifications. I would appreciate a personal interview with you in order to discuss my application further.

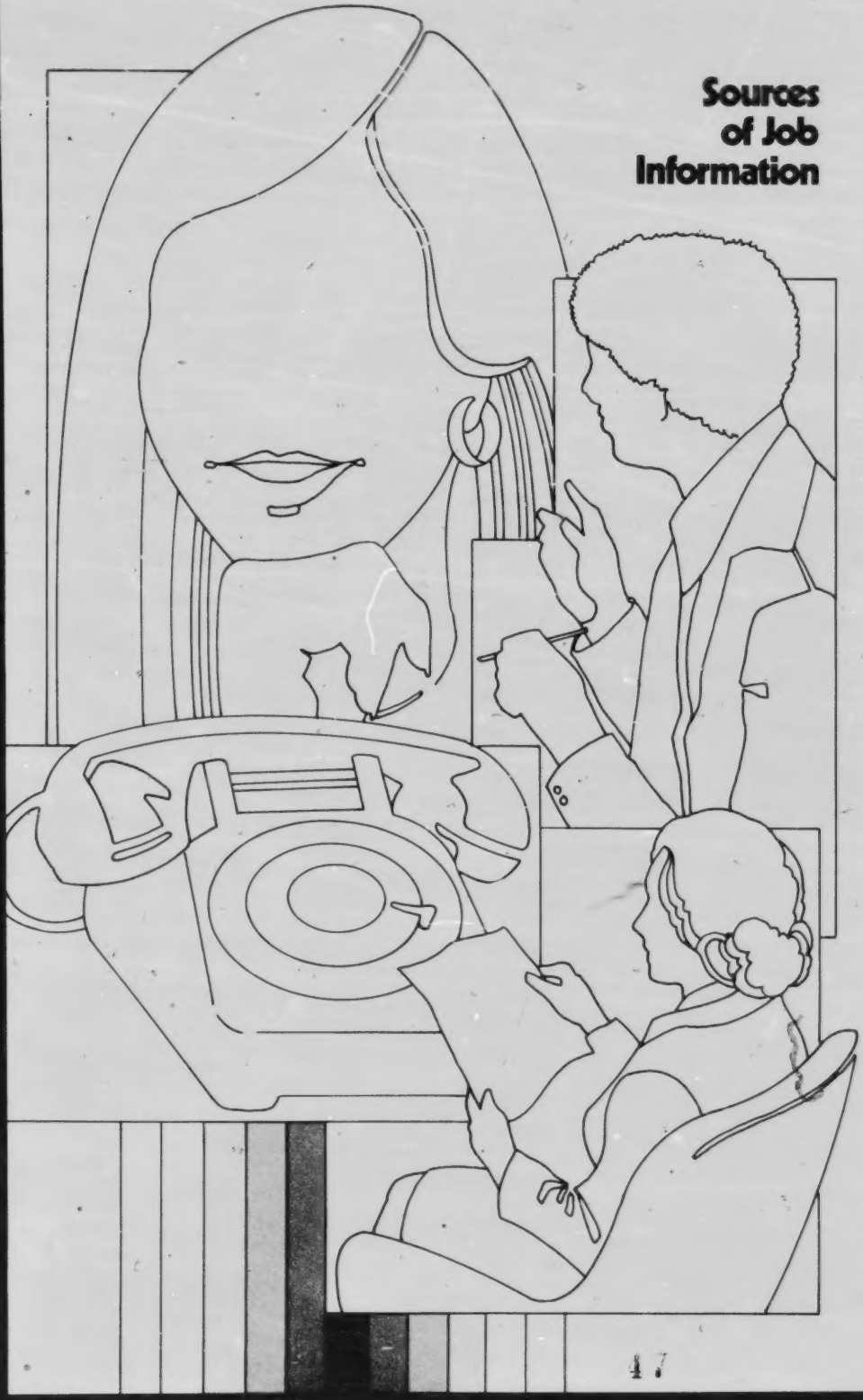
Very truly yours,

John W. Doe

Enclosure.

(This letter refers to the résumé for sales executive on p.10)

Sources of Job Information



Your first source of job information will probably be friends, neighbors, and relatives. Through their work or social and business contacts, they may know of opportunities not listed by regular sources. But, of course, their knowledge is likely to be limited to their own and perhaps a few other places of employment.

At the same time you consult personal sources, you will want to explore the usual channels of job information. From among the many sources, you will have to select those most appropriate for you. Which ones they are will depend on the type of job you want, where you live and want to work, and the demand in your field.

Do not hesitate to use any source because you think it may not serve persons of your race, color, religion, sex, or national origin. Under the Civil Rights Act of 1964, all employment agencies, both public and private, are required to refer applicants to employers without regard to these factors. The Age Discrimination in Employment Act of 1967 forbids agencies to discriminate against older workers. These laws also bar discrimination in hiring.

Some of the sources of job information are listed below. Brief comments on their characteristics may help you choose the ones best suited to your needs.

1. State employment services
—Have more job listings in more occupational categories than any other single source.
—Know about area job openings, even among employers who have not listed their openings with the employment service.
—Have approximately 2,400 local offices conveniently located in all parts of the country.
—Operate computerized job banks in all major cities and many smaller ones to bring up-to-the-minute information on all openings in a metropolitan or larger area to people looking for work at any employment service office in the area.
—Provide national registries for selected professional workers, such as economists, librarians, statisticians, correctional services personnel, and engineers and scientists.
—Provide placement service at national professional conventions.
—Offer counseling and career consultation.
—Provide aptitude and proficiency testing.
—Have daily contacts with thousands of employers.
—Accumulate and distribute local, statewide, and national labor market information.
—Charge no fees.

2. School or college placement services
—A productive source for professional openings.
—Usually available only to students and alumni of the school.

3. Want ads in newspapers, professional journals, and trade magazines
—Provide a broad range of definite openings.
—A large share of listings in magazines devoted to your field are likely to be for jobs you are qualified to fill.
—Descriptions of jobs may not be detailed enough for you to decide whether you are qualified.
—Analysis of the ads provides information about the extent of employment activity in your field throughout the area.

4. Industrial and craft unions
—Have exclusive hiring authority for some firms.

—Each deals with a limited number of occupations.
—Productive source for members, particularly those with seniority.

5. U.S. Civil Service Commission
—Handles U.S. Government civilian jobs.
—Fills jobs in a wide variety of professional, technical, clerical, craft, and other occupations.
—Positions are located in Washington, D.C., throughout the United States, and overseas.
—Jobs are filled on a merit basis as determined by the results of examinations and ratings of experience and education.
—Examinations are given several times a year in cities throughout the Nation. Tests for entry-level professional positions are conducted at many universities and other schools.
—Most post offices have application forms and information on job opportunities. You can also write for information to the U.S. Civil Service Commission, Washington, D.C. 20415.

6. Private employment agencies
—Usually specialize in a few occupations.
—Some charge applicants a fee for registration or placement; others collect fees from employers.

7. Yellow pages of telephone directory, industrial directories, and Chamber of Commerce lists
—Sources of names of firms that employ workers in your field and other information useful in applying to them.

8. Professional associations
—Useful for specialized occupations.
—Listings available at libraries.

Planning Your Time

Even if you are under no economic pressure to find a job quickly, starting your search promptly is a wise policy. Delays may hurt your chances of finding the job you want. If you have just finished school, for example, you are competing for similar positions with other new graduates in your field. Moreover, a long delay between school or your last job and your application for work may give an employer the impression that his office is one of your last stops in a long and fruitless job search.

Once you start your search, you should treat it as a full-time job. Looking for work can become discouraging at times; but sustained effort usually pays off.

The following suggestions may help you plan your time for an efficient job search:

1. Plan and start your search as soon as you know you will need to find a new job.
2. Make your job hunting a full-time project. You work a 40-hour week for your employer; you should work no less for yourself.
3. Once you start your search, do not allow yourself little vacations.
4. Apply early enough in the day to allow time for multiple interviews, tests, or other hiring procedures that may be required.
5. Be on time for appointments.
6. Before approaching a firm, try to learn the best time and day of the week to apply for a job.
7. Follow up leads immediately. If you learn of a job opening late in the day, call the firm to arrange an appointment for the next day. The employer may postpone a hiring decision until then.

Job Interview

A job interview is your showcase for merchandising your talents. During the interview an employer judges your qualifications, appearance, and general fitness for the job opening. It is your opportunity to convince the employer that you can make a real contribution.

Equally important, it gives you a chance to appraise the job, the employer, and the firm. It enables you to decide if the job meets your career needs and interests and whether the employer is of the type and caliber you want to work for.

Before each interview, though, you should assume that the job you are applying for is precisely the one you want—because it may be. To present your qualifications most advantageously, you will need to prepare in advance. You should have the needed papers ready and the necessary information about yourself firmly in mind; and you should know how to act at the interview to make it an effective device for selling your skills.

Preparing for the interview

—Assemble in easily available order all the papers you need to take with you. The principal one is your résumé—unless you have submitted it before the interview. If you have not prepared a résumé, take your school records, social security card, and work records, with the names of your employers and dates of employment. (Prepare your own list if you have no formal records.) You may also need any licenses, union card, or military records you have. If your work is the sort that you can show at an interview, you may want to take a few samples (such as art or design work or published writing).

—Learn all you can about the company where you are going for an interview—its product or service, standing in the industry, number and kinds of jobs available, and hiring policies and practices.

—Know what you have to offer—what education and training you have had, what work you have done, and what you can do. If you have not prepared a résumé, review your inventory chart before you go.

—Know what kind of job you want and why you want to work for the firm where you are applying.

—If you do not have a résumé that includes references, be prepared to furnish the names, addresses, and business affiliations of three persons (not relatives) who are familiar with your work and character. If you are a recent graduate, you can list your teachers. When possible, ask your references for permission to use their names.

—Learn the area salary scale for the type of job you are seeking.

—Never take anyone with you to the interview.

—Allow as much uninterrupted time for the interview as it may require. (For example, do not park your car in a limited time space.)

—Dress conservatively. Avoid either too formal or too casual attire.

You and the interview

—Be pleasant and friendly but businesslike.

—Let the employer control the interview. Your answers should be frank and brief but complete, without rambling. Avoid dogmatic statements.

—Be flexible and willing but give the employer a clear idea of your job preferences.

—Stress your qualifications without exaggeration. The employer's questions or statements will indicate the type of person wanted. Use these clues in presenting your qualifications. For example, if you are being interviewed for an engineering position and the employer mentions that the job will require some customer contact work, use this clue to emphasize any work, experience, or courses you have had in this type of work.

—If you have not sent your résumé in advance, present it or your work records, references, personal data, work samples, or other materials to support your statements when the employer requests them.

—In discussing your previous jobs and work situations, avoid criticizing former employers or fellow workers.

—Don't discuss your personal, domestic, or financial problems unless you are specifically asked about them.

—Don't be in a hurry to ask questions unless the employer invites them. But don't be afraid to ask what you need to know. If the employer offers you a job, be sure you understand exactly what your duties will be. You should also find out what opportunities for advancement will be open to you. A definite understanding about the nature of your job will avoid future disappointment for either you or your employer.

—Be prepared to state the salary you want, but not until the employer has introduced the

subject. Be realistic in discussing salary.

—If the employer does not definitely offer you a job or indicate when you will hear about it, ask when you may call to learn the decision.

—If the employer asks you to call or return for another interview, make a written note of the time, date, and place.

—Thank the employer for the interview. If the firm cannot use you, ask about other employers who may need a person with your qualifications.

Many firms require a psychological test, or a series of such tests, as part of the application procedure. The tests most commonly used are those that indicate intelligence or general aptitude. In addition, some firms use tests that give them information on specific aptitudes, personality traits, and interest patterns.

If you are a recent school graduate, you are probably used to taking tests. But if you have been away from school for some years, you may be apprehensive about the testing process. You may fear that your test scores will not reflect your real ability to do a job. *Don't let tests scare you off.* None of the commonly used tests require advance preparation; you need not feel concerned over not having "crammed" the night before. And bear in mind that your scores are only one among the many factors the employer will consider in judging your job qualifications.

Many tests have time limits. When they do, you will be told how much time you will have. Listen carefully to the instructions you receive. If you do not clearly understand what you are expected to do, be sure to ask questions. The time for questions, however, is before the test begins. If the test is timed, seconds lost in asking questions after it starts could seriously affect your score. After you start the test, work steadily and carefully. Do not light a cigarette or do anything else that interrupts your work. In taking most tests, you should not spend too much time on any one question; instead come back to difficult or time-consuming ones after you have completed the others.

Once the test is over, do not reproach yourself for not doing better. If the test is well constructed, you probably would make a similar score if you took it again. Remember, too, that employers do not regard your score as an infallible measure of your abilities—but as only one indication of them.

After the Interview

Make each interview a learning experience. After it is over, ask yourself these questions:

1. How did the interview go?
—What points did I make that seemed to interest the employer?
—Did I present my qualifications well? Did I overlook any that are pertinent to the job?
—Did I pass up clues to the best way to "sell" myself?
—Did I learn all I need to know about the job? Or did I forget or hesitate to ask about factors that are important to me?
—Did I talk too much? Too little?
—Was I too tense?
—Was I too aggressive? Not aggressive enough?

2. How can I improve my next interview?

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HOW TO GET A JOB

A Handy Guide for Jobseekers

THE PRESIDENT'S COMMITTEE ON EMPLOYMENT
OF THE HANDICAPPED
WASHINGTON, D.C.

By William A. Fraenkel, Ph. D.
Executive Director

Rehabilitation and Research Center
New York City

Illustrations Courtesy of Edwin P. Reinhardt
Famous Artists Schools
Westport, Conn.

THE PRESIDENT'S COMMITTEE ON EMPLOYMENT OF THE HANDICAPPED

Foreword

A job is a very important thing in all our lives. It gives us independence, the means to take care of ourselves, the capacity to be on our own.

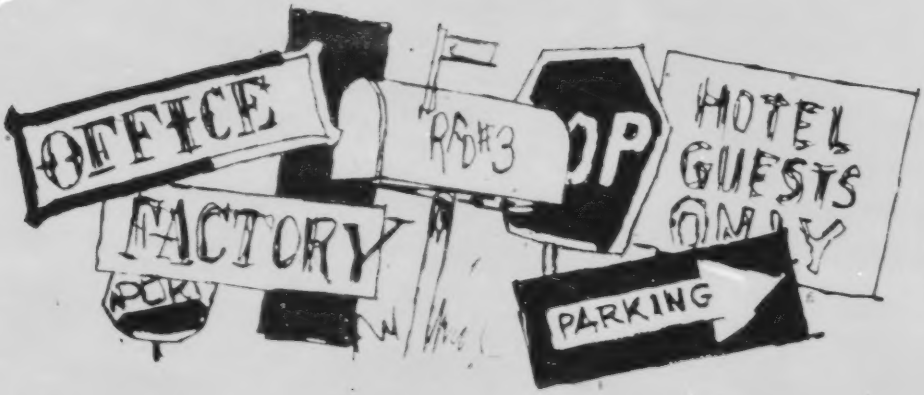
But a job does more than that. It gives us a good feeling of accomplishment, of self-respect. It enables us to hold our heads high, knowing that within us we have the ability to work, to face the world, to be a "somebody."

I hope this booklet will be useful to you. I hope it will help you find your job. I wish you good luck, now and always.

Harold Russell

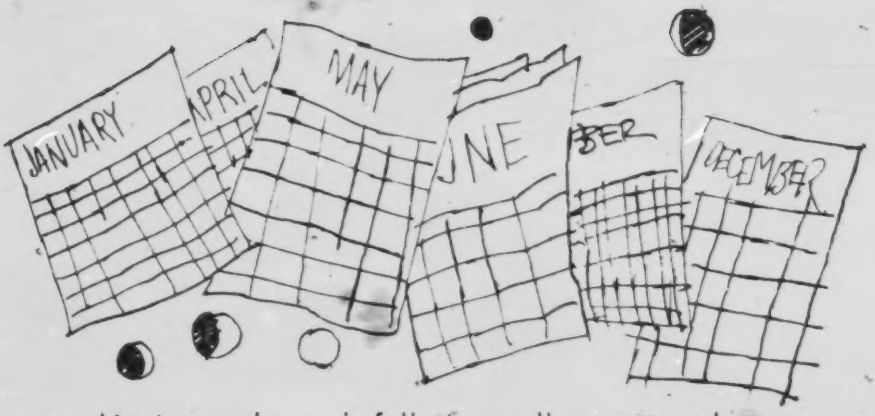
HAROLD RUSSELL
Chairman

Choosing the Right Kind of Work



Most men and women work at jobs of many kinds. They work in offices, factories, restaurants, gas stations, farms, hotels, department stores, groceries, and many other places.

[illegible] at 9 in the [illegible] finish at 5 in the afternoon, with an hour off to eat lunch. Or their hours may be earlier or later than this. Some other people may work at night.



Most people work full time, all year round. Others work part time—either for just part of the day, or just on weekends, or just during the summer, or just during winter.

The places where people work are of different sizes. Some are very large, with so many people it is hard to count them all. Some are very small, with just a few people. Some are in between.

What You Can Do Best

You can do a lot of things well. Think about them. Some of them can help you get a job.

Maybe you are fast with your hands. If so, this would help you on a job where you must use your hands—like sorting things or putting things together or using machinery.

Maybe you are neat and careful. This would help on a job where you must do cutting or pasting or writing things down.

Or maybe you are a good walker. This would help if you are a messenger or delivery man. Maybe you are very strong. This would help if you have to lift or carry things on your job.

You may be good at putting things together or taking them apart. This would help you in a factory job, or where you must use hand tools.

Perhaps you like to work alone. There are many jobs where you work alone: delivery man, bus boy, others. Or perhaps you like to work with other people. If so, you might prefer a job someplace where people work closely together.

What You Cannot Do Too Well

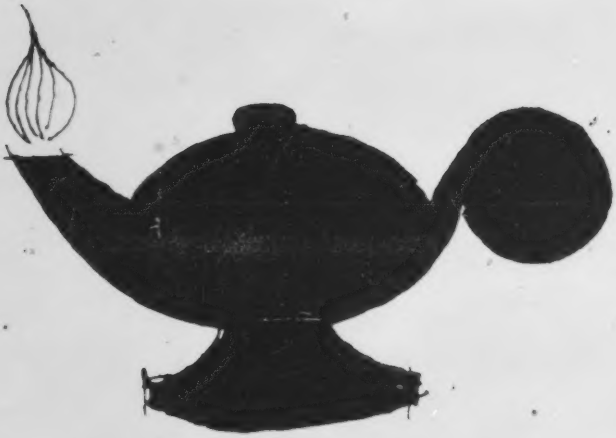
Just as there are things you can do well, there are other things you cannot do too well. In looking for a job, stay away from work you cannot do too well.

For example, if you are not fast with your hands, look for work as a messenger or a gardener's helper or some other kind of job where fast hands are not needed.

If you cannot hear well, look for work in a factory or someplace else where keen hearing is not needed. If you do not speak too well, look for a job where you don't always have to speak.

If you are not too strong, or you get tired easily, look for a job where you can sit—in an office or taking care of a machine.

Try to find a job that lets you do the things you can do well.



How Your School Can Help

When you were in school, you probably learned to do many things.

Perhaps in the woodworking shop you used hand tools like saws and hammers and chisels. Maybe you used machine tools like a kick press or sander. If you did well in your woodworking class, try to find a job that makes use of the skills you learned. Apply at a factory or woodworking shop or some similar place.

Perhaps you enjoyed homemaking classes in school. Here you learned to bake cakes and cookies and make candy. If you liked these tasks, look for a job in a bakery or candy factory.

Many students work after school as a messenger, or delivering newspapers, or mowing lawns, or doing other tasks. If you had a job after school, the work you did can give you an idea of the kind of full-time job to look for.

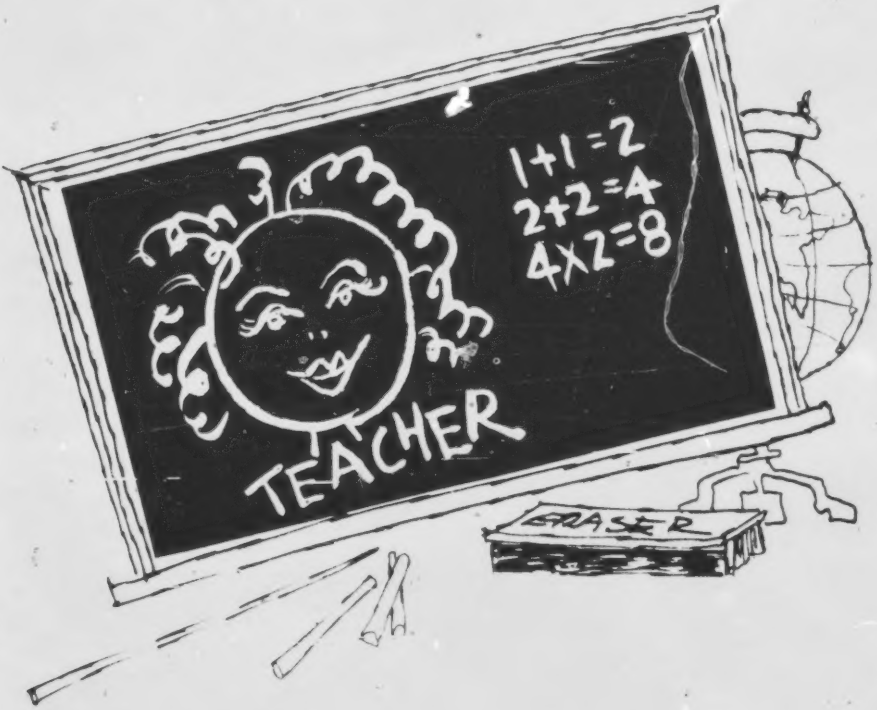
The point is, the things you did in school—either during class or after class—can help you find the job that's best for you.

How Your Family Can Help

If you are not sure what kind of work you can do best, ask your family to help you. Your mother and father can tell you what they think you do best. Also, they can help you learn new things.

For example, your father can let you help him repair the car, or fix the tires, or repair the leak in the sink, or paint the house, or do the gardening. Or your mother can let you help sew or bake or cook or set the table. She can show you how to wash the clothes or care for the house.

The new things you learn from your parents can help you decide what kind of job you can do best.



How Your Teacher Can Help

It's a good idea to ask your teacher what he or she thinks you can do best. Your teacher has watched you closely for a long time. He has given you many different things to do—school messenger, or working in the lunchroom, or other duties—and he should have a pretty good idea of what you do well.

Also, your teacher probably knows the kind of person you are. He knows whether you would be better off looking for work in a factory or a store or an office or somewhere else. He knows your strong points and your weak points.

He can give you some good advice.

Make a List

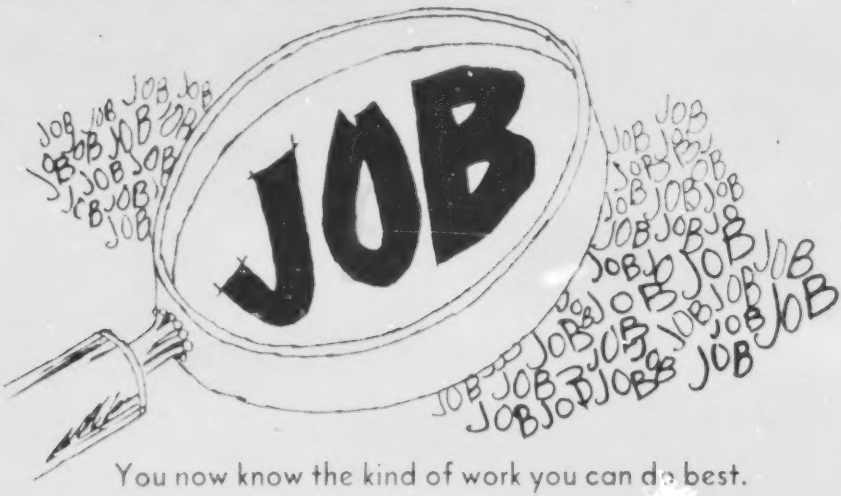
By now you should have a pretty good idea of what you really want to do. You also should know some of the things you can do best and some of the things you cannot do too well. You should have learned more about yourself.

Before you start to look for a job, ask yourself five questions. If you can say "yes" to all or most of the questions, you probably are ready for work. If you cannot say "yes" to most of the questions, you probably are not yet sure about what you should do, and you should talk some more to your family and teacher. There are many places you can go for help in finding out what you can do best of all. Your teacher can tell you about these places and what they can do for you.

Here are the five questions:

	Job Questions	Yes	No
1	I know I want to work.	___	___
2	I know what kind of job I want.	___	___
3	I know what jobs I do not want.	___	___
4	I asked my parents and teacher for help.	___	___
5	I think I am ready to go to work now.	___	___

2 Looking for the Job



You now know the kind of work you can do best. Now you have to find a job.

There are certain things you must be able to do in order to apply for a job. You must be able to travel alone to and from your home and the job, whether by bus or subway or on foot. You must be able to fill out employment forms and answer questions about yourself. You must be able to talk to people who will interview you.

You may not find a job the first time you look. You may have to look again and again and again. You may become tired and worry whether you ever will find a job. Job-hunting may not be easy. But keep on looking.

But if you know what you want to do and you go to the right places, you probably will find a job much faster than you think.

Here are some suggestions that can help you:

Read the Help Wanted Ads

Every day of the week the newspapers list jobs that are available. The lists on Sunday are longer than for any other day of the week.

Get in the habit of reading the Help Wanted ads every day. With your pencil, check the ones which describe jobs you think you can handle. If there is a telephone number given, call up early. If there is an address, visit the place as soon as you can. Many ads ask that you write a letter applying for the job. Do it right away. Be sure your letter contains your own name, address, and telephone number, so the employer can write back to you if he wants.

Act promptly in answering Help Wanted ads—whether by telephone, personal visits or letter. Many other people will be applying for the same job. Those who apply early—including you—stand a better chance of getting the job.

For example, Sunday newspapers usually come out the Saturday night before. Buy a paper as soon as it comes out. Read the Help Wanted ads first. Give yourself a head start over most of the other people who will apply.

Answer only those Help Wanted ads that describe jobs you think you can fill. There is no point answering ads for jobs far out of your reach. Aim for the right jobs and you will have better luck in finding one.

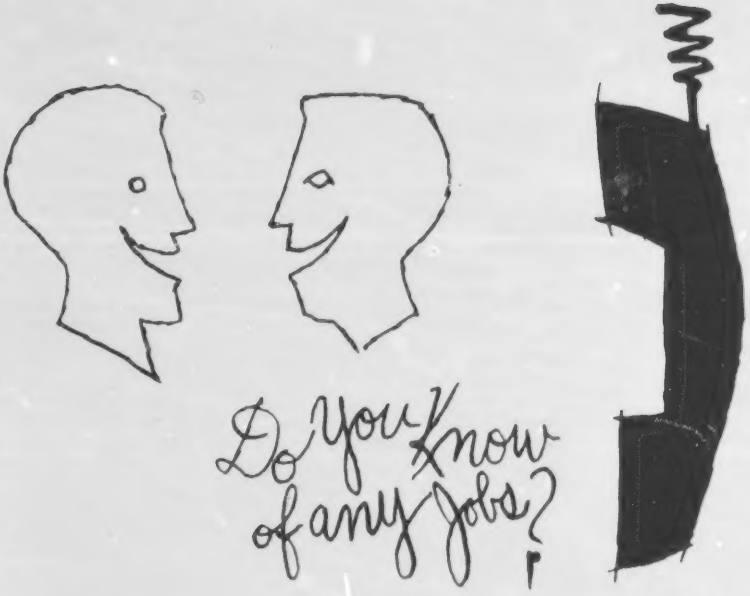
Go to the Employment Office

In just about every city you will find a public employment office. Visit it. The people who work there can help you find the right job.

When you go to the public employment office, bring along certain things about yourself: a copy of your birth record, a copy of your school report, your social security card.

At the public employment office, you may have to wait in line before you can be helped. When your turn comes, tell the man or woman behind the desk what kind of job you want. Answer questions about yourself as fully as you can.

You may be lucky; there may be a job to go to right away. Or you may have to come back on another day. Be patient. The public employment office will try to find the right job for you.



Ask Others to Help

Ask your family and your family's friends to help you find a job. Tell them what you have been doing to look for a job. Perhaps they can give you new ideas for job-hunting.

Tell your own friends you are looking for a job. Ask them to let you know if they hear of a job.

See your teacher, too. He or she can help you find a job. If there is a school employment office, visit it. It may have some ideas for you.

Talk to your rabbi, priest or minister. Perhaps he can also be of help. He meets many people every day. Maybe they know of jobs for you.

3 Going on an Interview

Before you go out to be interviewed for a job, you should ask yourself these questions: Is the job one that you really want? Are you sure you can do it well? Can you travel to the job without any trouble? Do you like the hours of work? Are you satisfied with the pay?

If you can answer "yes" to these questions, then you are ready to apply for the job.

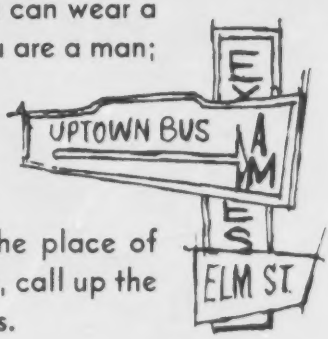
When you go for a job interview, you will have to think about many things: Other people may want that same job, too, so be sure you get there early. Wear the right clothes for the job. Bring along the papers and records about yourself that the employer might need—birth record, school report, social security card. Go by yourself to apply for the job. Do not bring anyone else with you, parent or friend or teacher. You have to be ready and able to talk all about yourself.

Let's go over in detail some of the things you will have to do when you go out to apply for a job:

Dressing Right

Before you go for a job interview, take a last look at yourself in the mirror. Is your hair neatly combed? Are your clothes clean and pressed? Are your shoes clean and shined?

If you are applying for an office job, wear a white shirt if you are a young man, or a simple daytime dress if you are a young lady. If you are applying for a factory job, you can wear a plaid or blue shirt or sweater, if you are a man; a neat dress if you are a woman.



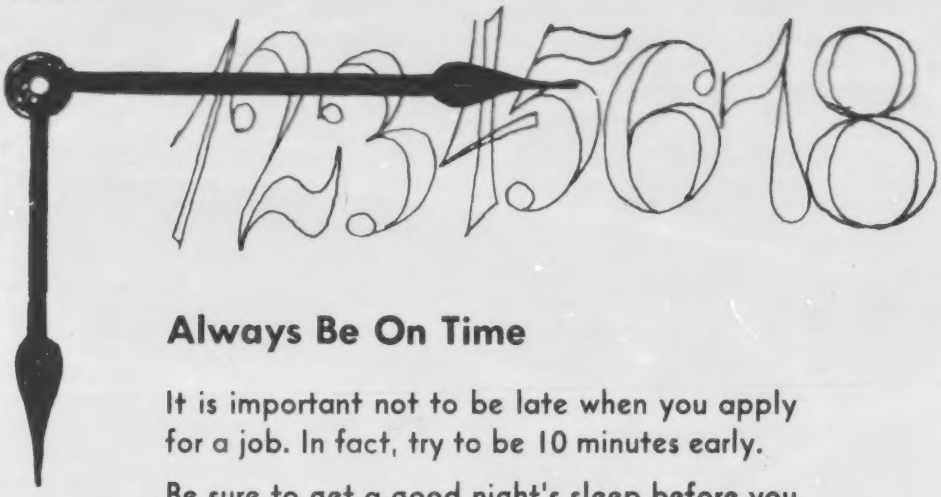
Traveling to Work

You should know how to get to the place of work by yourself. If you are not sure, call up the employer and ask him for directions.

If you have to take a bus or train, be sure you know what stop to get off, and how to find the right street and address.

If you are applying for a job in a large building, ask someone in the lobby for the right floor and room number. Or look for a name board on the wall of the lobby. It has room numbers of all the companies in the building.

If you are applying for a farm job, you may be asked to go to a certain place where you and the other workers will be picked up and driven to the farm. Be sure you can find your way from your home to the pickup point.



Always Be On Time

It is important not to be late when you apply for a job. In fact, try to be 10 minutes early.

Be sure to get a good night's sleep before you go off to apply for a job. If you get to bed late, you will be tired the next day and may not make a good impression on the boss. Set your alarm clock so you give yourself plenty of time to wash, dress and eat a good breakfast. Also allow more than enough time to get to the job.

What To Bring With You

When you apply for a job, you will need to know certain things:

Your name, address and telephone number.

Your parents' names and address.

The date of your birth.

The address of your school. The date you left school.

The names and addresses of any other places you worked at before.

Also, you may have to bring with you these papers and records:

Your social security card.

A copy of your birth record.

A copy of your school report.

Your working papers, if you need them.

Your draft card, if you have one.

Your driver's license, if you have one.

It is a good idea to write down on a piece of paper all the information about you, and bring it when you apply for the job. You will have to fill out certain forms, and it will be easy to copy from your paper onto the application forms.

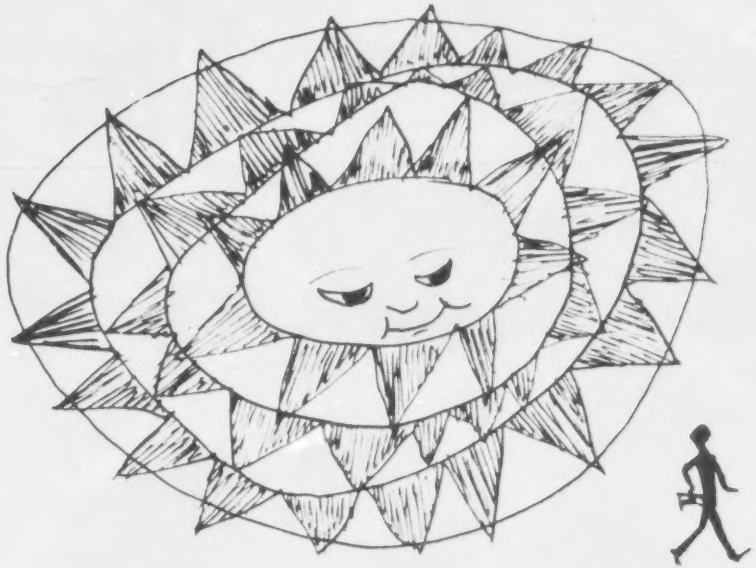
If you have trouble filling out the forms and cards, ask the boss if you can take them home with you, because you want to make sure you do it right. If he says "yes," bring the papers home and ask someone to help you fill them out. Bring them back early the next day.

Go Alone

When you apply for a job, go alone. The boss wants to see you, not your friends or family.

Part of working is being able to stand on your own feet. You will have to do this when you apply. By coming alone, you let the boss know that you can be independent, and that you are able to do a good day's work on your own.

4 Starting To Work



You have done many things to find a job. You have talked with friends and family. You have looked at the "Help Wanted" ads in the newspapers. You have gone to the public employment office.

You know what you want to do and what you can do best. You also know about the things you cannot do too well.

You know what to bring with you when you apply for a job. You know what to put down on the application forms.

As a result of all this, let's say you have found a job. You are ready to report for work. What now?

Talking to the Boss

When you come to work, the boss may want to talk to you, to find out more about you. Speak right out and tell him as much as you can. Here are some of the things he might ask you:

How old are you?

What kind of work does your mother or father do?

Where did you go to school?

Did you ever work after school?

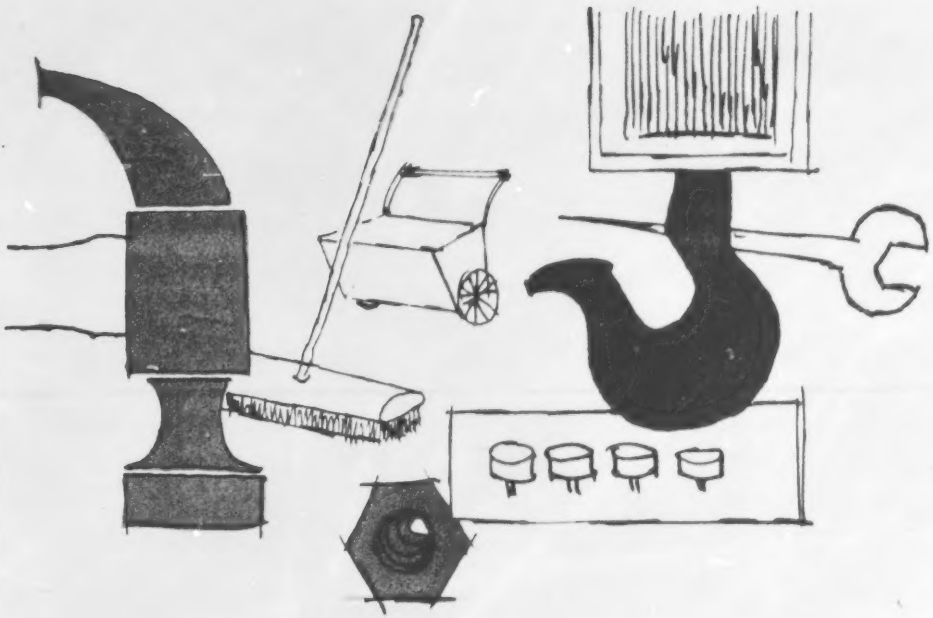
Did you ever hold any other jobs?

Can you drive a car?

Do you have a driver's license?

What kind of work do you like to do?

Beforehand, you may want to ask someone in your family to ask you questions like these, so you can get some practice answering them. That way, you will feel more at ease in speaking with the boss.



The Job Duties

Before you start to work, you should try to find out something about the kind of work you will be doing. Ask your friends or family. Or ask the people in the employment office.

Some jobs may look alike but are not alike. For example, a job as office messenger is not the same as a job as outside messenger. An office messenger must look neat and clean all day; must wear a white shirt and tie; must meet and talk to a lot of people. An outside messenger must know how to travel alone all over town; must wear clothes suitable for the outdoors; must be able to meet strangers easily.

And so jobs can be different even though they may sound alike. Be sure you know as much as you can about your own job.

Hours

Pay

Before you begin work, you should know about the hours. What time do you start? What time do you eat lunch? How long do you get for lunch? What time do you quit work for the day?

You should also know about the days of work. Do you work Monday through Friday? Do you also work on Saturday? If you work on week-ends, what days during the week do you get off?

You Should Know About Your Pay

You may be paid every week, or every other week. Usually you will be paid by check, but you may be paid in cash.

You should know how much money you will be paid. Some money will be taken out of your pay before you get it, for social security, taxes and perhaps other things. You should know how much is taken out, and what it's for. If you are not sure, ask your boss or someone in your family.

YOUR FIRST WEEK

You will have many new things to learn during your first week or so on the job. It will take time, but you can learn them.

You have to know the right kind of clothes to wear on the job. You have to know who your boss is. You have to know where to report for work each day. You have to know where the men's or ladies' room is. You have to know where to hang your coat before going to work.

You will meet many new people the first week. Try to learn their names, but don't worry if you can't keep them all straight right away. You will get to know their names after a time.

You will have to learn where certain things are—tools, supplies, other things you will be working with. You may forget at first, but in time you will learn about them all.

Keep in mind that everybody at work is pulling for you. Your boss wants you to do your best each day. He wants you to make good on the job. Each day, do the very best you can. You will find that by doing the best you can, you will be happy on your job. And your boss will be happy to have you.

Enjoy your job. Good luck to you.

Two Checklists

We hope that this booklet has put you on the right track for a job. If you have read the booklet carefully, you know what you have to do to try to get a job.

You may not get the first job you try for. Nor the second. Nor the third. Sometimes finding a job can be a long, hard task.

But keep trying each day. Never give up. As long as you keep trying, there is hope that you will find a job. If you stop trying, there isn't even hope.

So keep trying. Keep your spirits up. You will find a job.

Now we come to two lists to help you. The first list has more than 100 kinds of jobs, to give you some ideas of what to aim for. The second list is a checklist of 18 tips on finding a job that were covered in this booklet.

100 JOBS

Look over this list. You may get some new ideas of jobs you can do.

Stock clerk
Upholsterer
Waitress
Dishwasher
Bus boy
Food handler
Vegetable peeler
Kitchen helper
Porter
Janitor
Farmhand
Packer
Sorter
Assembly worker
Truck helper
Garbage collector

Groundsman
Landscape laborer
Unskilled laborer
Textile machine worker
Elevator operator
Candy wrapper
Fish cleaner
Chicken plucker
Tile setter
Bookbinding worker
Concession attendant
Wrapper
Bottle filler
Sewing machine operator
Tree pruner
Parking lot attendant
Housemaid
Messenger, outdoor
Messenger, indoor
Salesclerk
Office boy or girl
Office clerk
Mail handler
Housekeeper
Bellhop
Nurse's aide
Ward attendant
Shoe repairer
Bowling pin setter
Office cleaner
Window washer
Wallpaperer
Mechanic's helper
Floor polisher
Apple picker
Brass polisher
Newspaper boy
Locker room attendant
Dairy hand
Stevedore
Handtrucker
Doorman
Watchman

Checkout clerk, supermarket
Laundry worker
Carpenter's helper
Factory worker
Gas station attendant
Mail carrier
Seamstress
Ironer
Drillpress operator
Kick press operator
Saw machine operator
Ticket taker
Truck loader
Bootblack
Manicurist
Baker's helper
Usher
Warehouseman
Playground attendant
Animal caretaker
Building maintenance worker
Clerk-typist
Laborer, crops
Cannery worker
Egg collector
Collator
Mail bag handler
Railroad track worker
Freight handler
Houseman
Mimeograph operator
Mangle machine operator
Routeman's helper
Mother's helper
Maid, hotel
Gatekeeper
Painter's helper
Car washer
Office machine operator
Photocopy machine operator
Laboratory helper
Bag filler
Bottle washer

18 Tips—A Checklist

Here are all the important points covered in this booklet. How many do you remember? Check "yes" for those you remember; "no" for those you don't.

	Yes	No
1 What you can do best.	___	___
2 What you cannot do too well.	___	___
3 How your school can help.	___	___
4 How your family can help.	___	___
5 How your teacher can help.	___	___
6 Make a list.	___	___
7 Read the help wanted ads.	___	___
8 Go to the Employment Office.	___	___
9 Ask others to help.	___	___

	Yes	No
10 Dressing right.	____	____
11 Traveling to work.	____	____
12 Always be on time.	____	____
13 What to bring with you.	____	____
14 Go alone.	____	____
15 Talking to the boss.	____	____
16 The job duties.	____	____
17 Hours and pay.	____	____
18 Your first week.	____	____

Give yourself five points for each "yes." A score of 90 is perfect. If you scored 70 or better, you're pretty good. If you scored less than 70, you had better go back and review the booklet.

acquainted

additional

accurate

application

apt.

associate

authorize

available

more

know

a form used to make a request

true

fellow worker

abbreviation for apartment

free

allow

background

belief

beneficiary

cause

character

civic

comments

correspondence

to know if a statement is true

what experiences you have had before

reason

the person you want to receive your insurance benefits

an organization that has to do with being a citizen

what you are like

this sort of school mails lessons to students and the student returns the lessons through the mail to be graded.

to tell more

current

disabilities

discharge

disclosure

dismissal

emergency

employment

enlistment

limited in activities because of some mental or physical problem

right now

to tell

get out of the military

trouble or problem

fired

joined the military

jobs

expir.

expire

extension

factual

following

fluency

former

fraternal

runs out

abbreviation for expiration
(to run out)

true

special programs from a school
for classes

ability to speak well

to come right after

friendly, brotherly

past

furnish

general reputation

geographic preferance

health

hereby

impairments

incl.

includes

what you are like; character

give information

how you feel physically

where you want to live

defects; damage

by this means

contains

abbreviation for includes

in[illegible]action	information
initial	interviews
inquiry	investigative
knowledge	language

facts about something

when you were taken into the military

to talk to in person

first letter of your middle name

to find out facts

ask

speaking words
(Do you speak Spanish?)

knowing

major

m/f

misrepresentation

mo.

mode of living

most recent first

notify

obligation

abbreviation for
male - female

large

abbreviation for
mo.

not the truth

write employment that happened lately
first, then write those that happened
longer ago

how you live

something one must do

get in touch with,
contact or advise

obtained

omission

organization

personal

personal characteristics

procedure

processing

professional

leave out

get

all about you

group

a series of steps to carry something out

things that are part of you

has to do with your work

time to work on

1 /2

promoted

rank

reasonable period

reference

referred by

regarding

report

residence

title

given a better job

people you know

a long enough time

to pay attention to

told about by

where you live

a statement

requested

scope

selective service classification

seminars

separation

social

specimen

suite

extent

asked for

meetings

military standing

a group of friends

leaving the military

number of apartment

sample; not the real thing; for practice only

supervised

technical

third parties

transportation

violation

wage

status

signature

marked by knowledge
of something specialized

in charge of

a vehicle (car, bus, bicycle)

someone who knows you

pay

broken
disregarded

your full name written out in
your own handwriting

level or condition

location

leadership

member

military

national guard

nature of course taken

offense

other

authority

place

armed services

belong to a group

type of study
i.e., business
social science
education

military unit

different

crime

exceptions

complete

reserve unit

salary

social security

supervisor

table

total

do in full

person who is dependent on you for income

amount of money earned

inactive military

boss

a government system giving money to people who work

complete amount

chart

physical defects

part time

percent of exp. earned

position

present

racial

reason for leaving

relative

not working every day complete hours; or not all week long

something wrong with you medically

employment post

how much credit received

having to do with race

at this time

someone in your family

why did you quit?

business training

company

contact

describe

employer

exclude

education

explain

business firm

school in skills
used in business

tell about

to get in touch with

leave out

your boss

tell about briefly

school

fluency

foreign national

full time

graduate

highest

how long known

illness

indicate

refers to a group of
another country than U. S. A.

spoken easily

to be given a piece of paper
to show school is finished

working every day
usualiy 35-40 hours
per week

length of time

top

to state briefly

sickness

religious

relocate

active

address

arrested

assignments

branch

move

having to do with
the church

working; meeting
regularly

location;
number
street
town and state

held by the law

division

job; tasks

traffic

type

kind

driving